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ABSTRACT

Methods must be looked at to implement the objectives of summer camp all year long if we are truly convinced of the impact camp can have in exposing children to their outdoor heritage, challenging their imaginations, and developing their minds and bodies. Every camp or outdoor program differs in content, method, and approach, though all are addressing needs and interest of youth through common themes of socialization, education, recreation, and personal growth. Adventure education is a process whereby learning takes place through direct experience and includes methods and a setting that are generally unfamiliar and exciting to the pupil. The outdoor adventure center is the careful joining of the summer camp and the conference center, offering a sound approach to year-round camp usage with innovative educational experience which is marketable and programmatically sound. When developing a year-round program the camp director must consider common objectives and resources of the summer camp and adventure education program, while examining potential and proven markets which include private and public schools, special populations, youth-at-risk, industry and business, and colleges and universities. The camp director must also consider structuring the calendar, staffing, safety and training, program evaluation, and program components (socialization, education, recreation, personal growth). (ERB)

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YEAR-ROUND CAMPING THROUGH ADVENTURE EDUCATION PROGRAMS

C. Woodson Baker III

An Occasional Paper issued by the Fund for Advancement of Camping

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ABOUT THE AUTHOR

"As a rookie among veterans, I present my thoughts on how the traditions of camping can take on new meaning and find broader application in our changing world. My primary objective is to present a way to expand the values of the camping experience beyond the summer period through the development of a year-round Adventure Education program."

So wrote C. Woodson (Woody) Baker III when he submitted this Occasional Paper. Expanding the values of camping is what FAC and ACA are all about, so the editorial committee thought the "rookie" should be listened to, his ideas considered, and his experience evaluated. Readers are invited to respond.

"Woody" Baker is a native of North Carolina who has been a professional in camping ever since his graduation from Hampden-Sydney College nine years ago. Since 1979 he has been executive director of Camp Holiday Trails near Charlottesville, Virginia, a camp which serves children with chronic health problems during the summer. In addition, Holiday Trails operates a school for emotionally disturbed teenagers, and a successful adventure education program, which Baker coordinates. In other words, Baker is doing now what he recommends to other camps in this Paper.

Baker got many of his ideas during the two years (1976-78) he spent as associate director of the YMCA National Outdoor Center in England, a facility that offers diverse outdoor experiences for schools, industry, special populations, and various youth organizations for up to 400 persons at a time. Here he had a chance to compare and contrast his U.S. approach, based on seven years as a YMCA camp director, to the British idea of an outdoor center.

Two other significant elements in Woody Baker's background influenced his thinking for this Paper: 1) In 1979 he became a consultant for wilderness programs for the Virginia Department of Corrections and was stimulated by Ken Lingle's Occasional Paper of last May, "Alternatives for Youth-at-Risk." 2) He helped found the Virginia Council for Outdoor Adventure Education and has served as its chairman. The purpose of the council, which now has over 100 members, is to train competent leaders for using the out-of-doors therapeutically and recreationally.

It could be that the "rookie" is on his way to making the winning team and becoming a veteran.

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YEAR-ROUND CAMPING THROUGH ADVENTURE EDUCATION PROGRAMS

C. Woodson Baker III

THE DILEMMA OF MANY CAMPS

During the past 10 years, camp directors have been placed in the center of an economic squeeze. It is increasingly difficult to make ends meet and justify the high overheads of operating a camp only in the 10 to 12-week summer season. Over the years many solutions have emerged to ease the financial difficulties of operating only in the summer. Some camps have been able to expand their seasons through collaboration with schools, churches, and other organizations; while many have found it more economical to close their gates completely. The increased interest by schools in educational experiences outside the classroom has motivated many camps to develop outdoor education programs. There are, no doubt, many examples of successful year-round programs, but there are also many frustrated camping professionals who have been unable or unwilling to make the move to expand their range of services.

Perhaps the biggest frustration and greatest deterrent to expanded usage is the change in focus and varied objectives that must be addressed. Too often camp directors find themselves acting as landlords while their camps become conference centers for weekenders. There is little opportunity for input, and the group who leases may be there for any of a thousand reasons. Usually, these groups are understaffed or do not properly utilize the resources the camp offers. Other times there are problems with abuse and damage to the physical plant. If a camp has been fortunate enough to develop outdoor education programs, there is the frustration of economics, resulting in the "sausage machine" effect, (i.e., too many children for too short a time, without enough teachers, on too tight a budget). With these groups, educational objectives often overshadow social and personal growth objectives. The end result is one where standards are lowered for out-of-season usage for purely economic reasons. We make ends meet by leasing our facilities, but have little chance to offer the growth, challenge, and values of our summer programs. Consequently, the fall and spring programs become unbelievable headaches and sources of great frustration. We long for the sanity and order of our summer programs.

Those camp operators who are conducting successful year-round programs have had to take a big risk and sink time, money, and resources into their programs. Their awareness and vision go beyond the summer program, though the objectives of education, socialization, recreation, and personal growth are invariably in harmony. These professionals will most likely say that the move to year-round programming must be made with total commitment, or not at all, in order to gain the satisfaction and meaningful experiences necessary to motivate us and our clients. The choice is often difficult, success is hard to attain, and manpower is in short supply. Consequently, many camps are still not realizing their potential outside of the summer season.

CAMPING TRADITIONS FROM AFAR

I have had the fortunate opportunity of being an active part of the outdoor movement in the United Kingdom. Their development of organized camping stands in direct contrast to camping in the U.S., and may well shed some light on the future of the American camping tradition.

Most every young person in the U.K. is given the opportunity to participate in an organized outdoor experience, though camping, according to the American summer camp definition, is practically nonexistent. Young people enjoy exposure to the out-of-doors through outdoor pursuits or adventure education centers, usually owned and operated by school systems. There are, however, private outdoor centers which cater to young people in industry, business, schools, and other institutions. The British tradition of an organized outdoor experience for educational purposes is as strong as the summer camp tradition in the United States. Their programs include many of the same objectives that our camps address, though their programming tends to be more intense and physically challenging. Concepts of leadership, environmental awareness, and physical challenge are more developed than in most American summer camps. Simply stated, they have combined the best of the summer camp and Outward Bound type of experiences into a single program that is distinctly different from either. Young people participate with a clear understanding that the experience will be educational in nature, though fun and challenging. Perhaps the best way to begin to understand the fundamental differences in the British and American traditions is the simple distinction between a "center" and a "camp."

Words and their definitions are often misleading and confining. A center is generally viewed as being very different from a camp. In the U.S. a center is seen as a conference setting with reasonably high standard accommodations suited for conventions, conferences, meetings, and seminars. It carries few of the connotations of traditional camps and is usually something quite different. In the United Kingdom, a center is generally prefixed as a training, holiday, educational, or outdoor pursuit center although they are not necessarily restricted by their title. There is a great overlap of services based on chosen markets, but they rarely serve as conference sites. The most interesting contrast of the British and American approaches lies in the British tradition of blending physical and recreational

activities (i.e., sophisticated camp activities) with educational, personal growth, and socialization activities (i.e., structured exercises in leadership, self-discovery, group dynamics, and teamwork) to reach a program of sound content. Participants do not deny the fun of it all, but remain ever mindful of the learning experience which is taking place. Perhaps these differing expectations and attitudes are cultural in nature, though I suspect that they relate back to the simple distinction brought to mind through the surface definitions of "camps" and "centers."

It is ironic that many British Outdoor Centers remain underutilized in the summer and the establishment of summer camping programs is actively sought. The primary obstacle is a lack of understanding and unwillingness of people to participate in what they see as a duplication of the experience a child is already receiving through the school outdoor program. In effect, camping professionals in Britain and America are seeking the same results—full utilization of facilities and year-round programs—though we are working from opposite ends of the spectrum.

CONTROVERSY AND HARMONY IN CAMPING

The field of camping has traditionally been rather uncontroversial. Health and safety concerns are perhaps the most publicized issues the camp director must face. There is, however, an underlying controversy that must be addressed and resolved if camps are to diversify and serve a broader base of clients through creative year-round programs. That controversy is difficult to define and isolate, but is best identified by comparing the traditional summer camp program and some of the new programs serving youth through wilderness and intensive high-adventure programming. Many of these new programs are spin-offs of summer camps but most have developed independently and disclaim any similarity with summer camps. These programs are very diverse in nature but all are built on the common foundation that traditional summer camps were built on—growth through the out-of-doors. Virtually every camp or outdoor program differs in content, method, and approach, though all are addressing the needs and interests of youth through the common themes of socialization, education, recreation, and personal growth. These themes must serve as common ground for traditional camps and the many new programs to enable a positive exchange of experiences and methodology. Only then will it be realized that, although they appear very different on the surface, many common objectives and concerns are shared, and we have much to learn from each other. Once again, I believe we are limiting ourselves by the simple connotations of the word "camp." One only needs to look at the differing membership of the American Camping Association and the Association for Experiential Education to realize the split between traditional camping and current program trends. We must appreciate and respect our differences in approach, yet be ever mindful of what we can learn from each other.

It is difficult to see a successful pattern for the future of traditional camps without a change in our approach and emphasis. Are we not cornered by the saturated and competitive market of summer camp, characterized by dangerously short seasons and a reputation of "summer fun?" We must retain what we have, and yet diversify with clear distinction into programs that address the needs of schools, industry, and special populations. Specific settings, situations, and customer demands often dictate whether we operate camps or centers and there is little doubt that this label is a reflection of our clientele and program. It is a definition of our limitations by mere title. It seems clear that an amalgamation of the two approaches would drastically change a site's usage, attractiveness, and ultimately its success.

A ADVENTURE EDUCATION DEFINED

For all practical purposes, "adventure education" is a new term with a history of being disguised in other forms that often referred to specific subject areas such as environmental education, health education, family therapy, and therapeutic recreation. The term "adventure education" is based on a new and different learning environment which can address varied disciplines and subject areas with excitement and stimulation through active participation. Adventure is defined as "any journey or endeavor into the unknown."

If we accept the idea that one of the most important aims of education is to create in the pupil a desire to go on learning through discovery, then adventure education has great validity. There is no more potentially dynamic form of education than adventure.

Specifically, adventure education is a process whereby learning takes place through direct experience and includes methods and a setting that are generally unfamiliar and exciting to the pupil. The adventure situation demands the best from the person concerned. Virtually all young people can find satisfaction and success from adventure, regardless of their physical, mental, or emotional limitations. The likelihood that the urge for adventure is instinctive is what makes this form of education so potentially powerful. Simply stated, everyone can succeed.

Adventure education encompasses four distinct themes or spheres of learning without isolating them as separate entities: socialization, education, recreation, and personal growth.

THE OUTDOOR ADVENTURE CENTER

The outdoor adventure center is the careful joining of the summer camp and the conference center, and it offers a sound approach to year-round camp usage. Amalgamation

Photo by C. Woodson Baker III, Camp Holiday Trails, Virginia

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of the camp and the center is one of the most promising methods of expanding the objectives of traditional camps beyond the summer program, while offering an attractive, innovative educational experience which is marketable and programmatically sound. It is a shame that so much of what we read tends to confine itself to either traditional camping or new developments, offering little inspiration or proven examples of lateral movement between the two. I believe that the barriers and misunderstandings in the field of camping (and in the minds of Americans) can be removed through good public relations, careful planning, and clearly defined program objectives.

A camp seeking to develop alternative markets will immediately be aware of the lack of physical comfort in its buildings necessary for the center or conference approach. This is not the constraint it would appear to be, as the rustic atmosphere and simplicity of the setting can work in favor of the course objectives. Our society is used to comfort and luxury, and the camp atmosphere will be so different that it will enhance the accomplishment of such objectives as cooperation, communication, self-awareness, creativity, and environmental appreciation. Most adults will welcome this change of setting from the traditional stuffy rooms and "rivers of coffee." Teachers learn to see their students in a perspective that is not restricted by the classroom. Youth find order and purpose in a daily routine that is not complicated by the demands of family, classroom peers, and society's fast pace. There is usually a wealth of talent and eagerness blanketed by a lack of self-confidence and direct experience that can be broken down in an atmosphere where children learn life's basic lessons through direct experience and begin to take responsibility for their own education. The simplicity of the setting is often a camp's greatest asset.

Camping, for years, was seen as a recreational vacation that contained a strong element of learning. Since its beginning, kids have gathered around the campfire to sing, share, and live in the out-of-doors. On the surface the tradition seems to be unchanged, but in fact, new approaches, concerns, and needs have changed the focus of many traditional camps. A concern for the wilderness ethic has changed us from a group of tree choppers to teachers of preservation. We have also realized that camp's valuable lessons of life are successful alternatives for troubled youth and special populations and have a direct application to the real world back home.

DEVELOPING A YEAR-ROUND PROGRAM

A. Build on the Foundations of Camp

Given an understanding that there must be a clear delineation between the summer camp and the adventure education program, the camp director must then look at the common objectives and resources of the two programs. The objectives of the adventure education program will be quite similar to those of camp:

Experiencing personal growth and development,
Learning to work and live together,
Developing a sense of values,
Challenging oneself physically,
Learning through direct experience,
Developing new skills and interests,
Learning to live out-of-doors and developing an appreciation for the environment, and
Associating with adults in nontraditional roles.

In an adventure education application, the intensity and degree to which objectives are addressed is different from the camp program. For example, there may need to be more emphasis on educational aspects and cognitive learning. The key to the proper program emphasis is a clear understanding of the client's goals. We only alter the degree to which a particular objective is addressed.

Other commonalities of the outdoor adventure program and the camp that must be retained are an emphasis on the small peer group and the participants' association with adults in nontraditional roles. These qualities are often overlooked by schools for the more obvious educational objectives. The need to work in small groups with course instructors and/or counselors (other than teachers) is of paramount importance to properly address social and personal growth objectives. Teachers gain new perspectives on teaching and learning if they participate as colearners. An outdoor education program or field studies course which groups an entire class of 30 together is never entirely successful at addressing certain objectives.

Programmatically, the camp director needs to look at the resources at hand and the activities with which the summer camp has success. Whether it is sailing, horseback riding, campcraft, creative arts, or canoeing, there is a niche for these activities in an adventure education program. The degree of intensity, the objectives of the particular activity, and the level of skill training may vary, but what is best done in your setting does have an application in your year-round program. (When reviewing your camp program components, you will find it an appropriate time to examine and review content, method of instruction, and rationale of your summer program. Are your activities merely entertaining, or is there a clearly defined purpose and set of objectives for each one?) It will, however, be necessary to build in new activities to meet certain educational objectives, but this need not require large capital expense. The key to developing new program components often lies in the hiring of key resource staff or utilizing resources at hand, (i.e., forestry commission, local colleges, etc.). It also may be necessary to modify some existing program activities so that they are more educational in nature and perhaps more challenging. Canoeing can be a unique way to study pond life or measure water depths for a project. Drama may be a vehicle by which to study other cultures or practice communication skills. Horseback riding may assume the primary objective of teaching self-confidence. It is necessary in all circumstances to make certain that each activity directly addresses the objectives of the course. This is where the fun and challenge lies for the camp director. With a flexible staff and sound program, it is possible to mix and match the activities and their emphases to complement almost all course objectives. By sitting down with the client and working through his objectives and creatively matching your methods and activities, every course is "tailor-made" to suit the client's needs. It is hard to fail when the client has helped you design his course. There is a built-in sense of ownership by the client.

B. Discover markets

Perhaps it is putting the cart before the horse to consider program before markets, but we must know what we have to sell before we find a buyer. No matter where your camp is located or what resources you possess, chances are that there are markets to be tapped close at hand.

Investigating markets takes an open mind as well as lots of time and patience. Adventure education offers a fresh environment and an exciting approach for traditional schools, agencies, organizations, and institutions to use to enhance their existing programs. Your program can help these organizations find success with objectives that are sometimes difficult to address such as values, social awareness, success and support for poor performers, positive adult models, working within a structured setting, assumption of responsibility, and development of leadership skills.

Poor classroom performers often find success through the experiential learning process. Something positive can be offered for virtually every need that exists in youth; it is simply a matter of pinpointing those needs and addressing them through the resources and program design. The camp setting in itself demands and encourages order and self-discipline without confining the urge for discovery, creativity, and independence.

Potential and proven markets include:

—*Private Schools:* The need for alternatives to competive sports, the students' need to be challenged, an awareness of the experiential education movement, and the attractiveness of challenge courses can all work on your behalf. In Virginia, Madiera School, Woodbury Forest, and Tandem Schools have active adventure education programs, to mention only a few. A camp base can make for a smoother transition from dorm to wilderness.

—*Public Schools:* Marketing will almost always have to be aimed at each school as opposed to selling a school system. Lack of funds is always the problem, so you may have to provide ideas on how to raise money. Your program can tackle some of the key social problems teachers face with the ever-weakening family and church. Cognitive learning will usually be important to the school. Do not underemphasize other learning objectives, and avoid sacrificing quality for the small group, and teacher participation for lack of funds. Conduct a successful program and they will return for years. Seacamp in the Florida Keys has been successfully conducting public school programs for some time.

—*Special Populations:* The camp setting can be invaluable for children with chronic health problems, the emotionally disturbed, and the mentally retarded. Many of these groups are now mainstreamed in the classroom, but a special orientation program that brings together children with common disabilities can be very useful in preparing them for the "regular" classroom. (Camp Holiday Trails for children with serious health problems is developing such courses for children and their families.) The gifted child can be challenged to the highest level in an outdoor setting. Many universities, including the University of Virginia and the University of North Carolina, operate camps for gifted children.

—*Youth-at-Risk:* Whether status offenders, foster children, victims of crime, youth on probation, or those committed for offenses, the outdoor setting gives a a sense of order and purpose to the lives of these campers. By constructively channelling energies, we can help them realize their own strengths and weaknesses and seduce them into success. A little investigation will reveal good financial support for many of the agencies and programs that work with problem children. Your program can often enhance residential programs, group home activities, and even serve as an alternative to incarceration. Trees School in Charlottesville, Virginia utilizes Camp Holiday Trails as their nine-month residential adventure education alternative school. Several camps in Virginia and North Carolina have been purchased specifically for conversion to wilderness schools. Camp New Home in Natural Bridge, Virginia operates year-round as a resource outdoor center for "Youth-at-Risk."

—*Industry and Business:* This market may seem impractical, but it is one of the easiest with which to succeed. Advanced activities focusing on leadership, teamwork, and communication can work wonders with a group of young employees. Much of the heirarchy of industry is removed in the outdoor setting, resulting in a positive outcome once the employee is back on the job. A good program and sound marketing can bring top fees for industrial courses. The YMCA National Center in England has run successful programs for industry, including Shell Oil and Imperial Chemical International, for many years.

—*Groups and Organizations:* For once, you can serve varied groups and clubs in a manner that allows you to control their program. You can eliminate the problems encountered when they simply lease the facility, and with more positive results. Their program may need to be more recreational in its approach, but you will still get the structure they often need to have a successful outing.

—*Colleges and Universities:* There are many opportunities to develop courses for students in the sciences, sociology, and recreation. One of the most attractive and promising methods is through outdoor leadership courses. As more agencies and organizations use the outdoor setting, there is an increasing need by students to develop sound outdoor leadership skills through structured leadership courses. The Virginia Council for Outdoor Adventure Education is planning such courses, possibly using a camp as a base of operations. Many community colleges (three in Virginia) currently offer some type of wilderness leadership training.

—*Special Interest Groups:* A diversity of special interest groups can be catered to depending on the resources that are available or can be developed. Drama, environmental, international, job creation, and athletic groups may find your programs quite attractive. Interlocken in New Hampshire is the classic example of diversity and quality for courses dealing with the arts.

Whatever markets we pursue, there are certain points to remember. Unfortunately, we must be mindful of who has the money for our programs. If this becomes an impossible obstacle, look to local foundations and corporations for support. Also, there is no substitute for personal contact. Develop a sales strategy and talk with potential clients directly. In schools, for example, it may be difficult to find the appropriate or most promising contact person. Obviously, a successful response from a school superintendent can produce the greatest dividend, but more often than not, your contact person will be a teacher, guidance counselor, or principal. A good rule of thumb is to assess the level of interest in different departments and pursue the avenue where there is the greatest interest and strongest leadership. Identify the potential client's objectives, ask for his input, and design a package based on your program and staff resources that will best meet his group's needs. By directly involving the leader of the prospective group, there is sure to be more enthusiasm and commitment on his part. In most circumstances, you will want to play down the word "camp" and define your program in terms of objectives.

C. Structuring Your Calendar

If your market strategy is successful (it may develop slowly over several years), you then will begin to look at the total picture and seek a balanced calendar. As a year-round program develops with a variety of clientele, a pattern of radically different courses will emerge. Though they all utilize an established set of facilities, equipment, activity areas, training sessions, and staff, it may become evident that certain times of the year are best for certain types of courses. Careful planning will produce the most cost-effective programming, eliminating large blocks of time that are overstaffed and underbooked. It is realistic to assume that there may be several months in the dead of

winter when the camp will close completely, but do not underestimate the attractiveness of the facilities and the program potential of winter.

D. Staffing

The implications of the year-round adventure education program lead to one of the biggest considerations—staff. We all know that the quality of any program is a direct reflection of the staff that is employed. The greatest cost, other than food, is personnel; so the staffing of programs becomes paramount in importance.

Firstly, the limitations that time places on the camp director in terms of the year-round program may dictate that additional support is necessary to market properly and manage varied courses. This will be the most expensive, yet most cost-effective, investment the camp will make. Good program staff are everywhere and are willing to give much for the experience, security, and camaraderie of the camp setting. Many young professionals in human services careers who have not settled into an established position will be attracted to the adventure education program. There is always the potential to develop an apprentice or work-study program that will provide hands-on experience for students at little direct cost to the camp. To ensure quality for diverse clients, it may be necessary to employ consultants or resource experts for courses dealing with special populations such as the emotionally disturbed or handicapped. Perhaps the client can provide this expertise for you. Whatever your staffing resources, there is a need for an ongoing, intensive staff training program. Though varied courses and diverse clientele can add variety and challenge to the staff, they must be ever mindful of differing abilities and changing course objectives. Varied clientele will greatly reduce staff "burn out," and allow the leadership to be shared to maximize particular staff skills.

E. Safety and Training

Perhaps the most important consideration in developing an adventure education program is properly training staff to carry out their jobs effectively and safely. The use of potentially dangerous activities such as canoeing, caving, and mountaineering demands competent and responsible leaders. The challenges placed before clients must be in line with their abilities. What is truly exciting and challenging for clients may be quite routine and unchallenging to the leader. Leaders and staff must give utmost concern to the needs and interests of course participants and save their own interests and challenges for their days off.

In the absence of any national leader certification program for high-risk activities in camps, it is the responsibility of the camp director to establish program guidelines, safety procedures, and training for staff. There are good training opportunities through organizations specializing in specific high-risk fields such as canoeing, sailing, and mountaineering. Staff should be required to substantiate and prove their abilities and experience. Risk management must remain in the forefront of the camp director's concerns if high-risk activities are utilized.

F. Program Evaluation

The diversity of outdoor programs, their varied methods and approaches, and the lack of documented proof of their success requires that time, money, and resources be placed on the evaluation of these programs. Existing documentation, justification, and evaluations of programs may not be entirely relevant to your program. There is a critical shortage of this information and it must emerge if adventure education is to find the place it deserves in current educational developments. An investment in impartial evaluation of the program early can improve the content and give documented justification to the program. This can be your single most useful sales tool and will yield high dividends. Look to the local university or college for free assistance or write a grant that will provide the means for a comprehensive evaluation.

G. Program Components

Every course should be constructed of various activities as components or "means" to meet the stated objectives. The list that follows offers only a sampling of applications and approaches. Identifying and utilizing available resources can help build a long list of activities that any single center is capable of offering. Any one of the listed activities can be used to address a variety of objectives. They are listed under the four themes that adventure education encompasses, though many activities will address more than one theme.

(1) Socialization

Group Awareness—is a spin-off of the necessary group structure in the outdoor setting. Living and working together in a new environment creates many opportunities to develop leadership skills and teach responsibility. Whether putting on a skit, cleaning a cabin, building a windmill, or playing on a team together, the group emerges as the thing most remembered in every outdoor program.

Acclimatization—is awareness. Putting individuals in touch with their surroundings and feelings is something people learn and often enjoy for the rest of their lives. Silently lying in a moonlit field, listening and writing about the sounds one hears, or going blindfolded on a "touch journey" through the woods helps us gain a greater appreciation of some of the wonders of simple living and the roots of the American tradition. Though this activity takes place at many times in the outdoor setting, it needs and deserves its own distinction and structure.

The Arts—holds a treasure chest of applications through nature crafts, songs around the campfire, and creative drama. These activities promote free expression and creativity with the woods as a backdrop. Drama and theater productions have been used very successfully in contrast to the more physical pursuits.

Ropes and Initiatives—action-oriented activities and games based on *The New Games Book* and concepts of proven aerial ropes courses, such as those developed by Project Adventure in New England, and other leaders in the field. The use of obstacles and problems for the group and individual to overcome is a great way to encourage teamwork, teach leadership, increase self-confidence, and break down barriers through active participation.

Human Relations Training—takes on new dimensions in an outdoor group setting. Problems and their implications are more immediate so lessons are learned clearly and without many of the complications school and family can create. Learning to accept and appreciate the strengths and weaknesses of others is a vital skill we learn all our lives. Our sometimes sterile society where the church and the family are playing a diminished role creates a need for personalities to come together in a caring atmosphere. There are few limits in placing human relations awareness in a visual and active role in the camp setting.

(2) Education

Health Education—is a new and different environment that can provide families, individuals, and health professionals the setting to share their needs and skills with one

another. As well as the technical problems, the psychological and emotional aspects of health problems can be explored, shared, and treated in a caring, informal setting.

Nutrition Education—that is somewhat different from the long forgotten classroom lessons is needed due to the reinforcement from the media and big business for "fast food" eating habits. Active participation gives nutrition a dimension of excitement and offers a good stage for children to begin to learn the why of proper dietary habits.

Field Studies—covers a broad spectrum of science-related areas. Components of each course can take into consideration the abilities and objectives for each group. Kids learn-by-doing very successfully in topics such as geography, geology, botany, astronomy, solar energy, and wildlife using the field, stream, and forest as classrooms. These topics have a direct application and correlation with work being done in the classroom and pre- and postcamp work is crucial to their success.

Cultural Journalism—is a fun approach to improving writing skills, better communications with adults and strangers, and working as a team. Based on the concept introduced by Eliot Wigginton, through the *Foxfire* books, students collect information on folklore, stories, interesting facts, or survey statistics to compile a finished product they can call their own. Writing, listening, and communication skills are developed in a new arena. Short day projects are quite effective.

Ecology and Conservation—holds a very high place in our educational obligations. New awareness of our natural resources and the ever-growing concern for the preservation of our environment forms the basis for programs teaching a greater understanding of the *how* and *why* of properly using and enjoying the out-of-doors. Simple exercises such as testing water from stream-to-lake-to-fountain show us the need to protect our waterways. Simple solar projects or pointing out differences between logged and virgin forests have a profound impact on understanding *why* it is so important that we conserve what we have and use our resources to their best potential.

Campcraft—has become somewhat an art. We have found that it is essential to a person's receptiveness to camping to know how to make himself comfortable and enjoy the experience. Cooking, selecting a campsite, use of equipment, packing a backpack, walking skills, and trip planning are all vitally important elements leading to an appreciation of the experience.

(3) Recreation

Horseback Riding—offers the chance for young people to become comfortable around animals and to know their many joys. It also offers the opportunity to overcome fears, gain self-confidence, and learn new skills. There is the depth to develop overnight treks involving backpacking and canoeing experiences.

Canoeing—may be undertaken as a leisure recreation that emphasizes safety, or as a more technical activity used as a tool for the same leadership and teamwork objectives as expeditions. There is a progression from lake to river that is a particularly useful challenge for difficult youth.

Sports and Games—in traditional settings have developed into either highly competitive and time-consuming pursuits or stop-gaps to boredom for many children. New approaches to sports and games allow children to understand better the age-old tradition of "sport for sports sake" without cutthroat competition or dull repetition. New games and nontraditional sports can give renewed confidence, friendly competition, and good physical recreation without placing emotional strain on participants.

Orienteering—is the art of using a map and compass to find one's way in unknown terrain to various designated

Photo by C. Woodson Baker III, Camp Holiday Trails, Virginia

points. This sport has an excellent application to math (the compass), geography (the map), and environmental awareness. It can be conducted on levels to challenge all ages. It is a useful exercise leading up to backpacking trips since the use of map and compass is an essential skill for safety.

Archery—offers a different challenge to youth. Most kids start out at the same ability level in archery and success is easily achieved with realistic goals and proper organization. Archery can also be competitive without the pressure of many sports.

(4) Personal Growth

Counseling—is often misunderstood in that we think if a person needs counseling, there is something wrong with the person. Counseling in a camp setting is a positive process that allows an individual to reflect on the various outdoor experiences and give those experiences the proper interpretation and perspective in the home and school setting. The receptiveness kids generally show to the new adult model (camp staff) allows opportunities for meaningful sharing and counseling to take place. Adventure education produces active thought in youth with respect to their life goals, peer relationships, and feelings toward themselves and others.

Fishing—is a simple, down-home way to slow down, look, and listen. Our fast-paced society needs to learn to "stop and smell the roses" as this is the point of the greatest reflection of the lessons life has to offer. Whether fishing, solo camping, sitting in a field, writing a poem, or walking alone in the woods, these times for solitude and personal reflection are important for everyone and should be experienced. It is also good fun to catch a fish—if you are that lucky.

Expeditions—is a sophisticated word for the backpacking or camping trips. These can vary from one to five days in length, depending on a group's objectives, and can act as a

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finale to skills acquired while in a course. For teenagers it is particularly effective in developing social skills, leadership, assumption of responsibility, and gaining appreciation for the strengths and weaknesses of themselves and others. It is a total team effort with leaders maintaining a low profile.

Rock Climbing, Mountaineering, and Caving—offer the adventure many young people require in this day and age. These technical pursuits demand the best one has to offer physically, mentally, and emotionally. On a basic level, these activities offer a grand incentive and challenge for today's youth. An understanding of safety is an integral part of the process leading up to a climbing, rugged mountain, or underground experience. The dynamics of these activities have proven them to be effective tools for change, enlightenment, and reflection in the United Kingdom, New England, and California for over 40 years, and they are a strong part of accepted models of outdoor education.

PROCEED WITH CAUTION—BUT PROCEED

If adventure education has potential in your particular camp setting, then perhaps some ideas for your strategy have come to light. However your year-round program develops, be mindful of the time commitment and financial support necessary for success, and keep all relevant committees well informed. There is always the danger of the "tail wagging the dog" (i.e., the summer program being overshadowed by year-round developments). If camps are to remain in the forefront of the educational trends in the United States, then we must strive for year-round usage. If we are truly convinced of the impact camp can have in exposing children to their outdoor heritage, challenging their imaginations, and developing their minds and bodies, then we must look for methods to implement the objectives of summer camp all year long.

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